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LEGAL RECOGNITION
OF
Teaching as a Profession.

Republished from Barnard's American Journal of Education, for March, 1861.

BARNARD'S AMERICAN JOURNAL OF EDUCATION.

THE following circular is addressed in answer to numerous inquiries on one or more of the points briefly treated of.

NEW VOLUME. A new Volume (X.) and year (1861) commences with Number XXIV. for March, 1861.

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EXCHANGES. The publisher looks for the usual courtesy of a notice of the reception, and a specification at least of the *subjects of the several articles*, from those journals which have solicited an exchange; and an omission of this courtesy is supposed to indicate that no further exchange is desired.

THE FIRST SERIES. A general index (*sixty-four pages, nonpareil, double columns*), of the topics treated of in the first five volumes of the Journal, will be sent, free of expense, to the address of any person making application for the same.

THE SECOND SERIES. An Index to this Series will be issued in March, 1860, and the set of five volumes [VI. to X. inclusive] will be ready for delivery soon after.

BOUND VOLUMES. Volumes I. II. III. IV. V. VI. VII. VIII. IX. X. and succeeding volumes when completed, will be furnished, neatly and uniformly bound in cloth with an Index to each volume, and a General Index to each five volumes, at \$3.00 for single volume, and \$2.50, for two or more volumes.

MEMOIR OF PESTALOZZI, RAUMER'S GERMAN UNIVERSITIES, AND PAPERS FOR THE TEACHER. Subscribers and purchasers of complete sets of the *American Journal of Education* are advised, that nearly all of the contents of these separate works have been, or will be, embraced as articles in the Journal; and that, unless they wish to have them in a compact and convenient form, they need not purchase them.

HENRY BARNARD,

Editor and Proprietor.

Hartford, Conn., Dec. 15, 1860.

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LEGAL RECOGNITION
OF
Teaching as a Profession.

Republished from Barnard's American Journal of Education, for March, 1861.

THE following Memorial was prepared by a Committee of the Worcester County Teachers' Association, and submitted to the State Teachers' Association of Massachusetts, at its late Annual Meeting at Concord, on the 26th and 27th of December, 1860. To bring its suggestions before the teachers and educators of the country, the Memorial was inserted in Barnard's "*American Journal of Education*," for March, 1861, from which this pamphlet edition is published, with a view to facilitate the further consideration of the subject at the next Annual Meeting. The following closing paragraphs were omitted as printed in the Journal:—

"The committee enjoying, through your kindness, the present opportunity of a hearing on this subject, will encroach no farther on your time and patience. The terms of their appointment to the duty they have now endeavored to discharge propose the solicitation of the appointment of a committee of the State Association authorized to issue a circular addressed to the county associations, inviting them to appoint examining committees for the conferring henceforward of membership in these associations by certificate, if desired by candidates for admission. The extent of action thus contemplated has been suggested in detail, not for the purpose of prescribing any course of measures to this association, but in explanation, merely, of the object in view, and to present a definite proposal for the consideration of a committee, should you think proper to appoint one.

The Worcester County Association will feel satisfied that an important step toward the object of their wishes has been taken, should it please the State Association to take the previous step of assigning the suggestions now offered to the charge of a committee, for further consideration and a subsequent report on the same. Such a committee was appointed, with directions to present a definite plan of procedure at the next Annual Meeting."

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LEGAL RECOGNITION OF TEACHING AS A PROFESSION.

MEMORIAL OF THE COMMITTEE OF THE WORCESTER (MASS.) COUNTY TEACHERS' ASSOCIATION, ON THE LEGAL RECOGNITION OF TEACHING AS A PROFESSION, SUBMITTED TO THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION, AT THE ANNUAL MEETING HELD AT CONCORD, NOVEMBER 26TH AND 27TH, 1860.

ONE of the respected Presidents of our State Association, suggested, in his retiring address, the importance of establishing more definite and practical forms of communication between our state and county associations. Such a measure he recommended as furnishing to both the means of more intelligent and efficient coöperative action in whatever regards the general interests of education and the professional relations of teachers. Actuated by the spirit of this useful suggestion, the Worcester County Teachers' Association, at their semi-annual meeting held at Grafton, December 9th and 10th, 1859, appointed a committee charged with the duty of presenting a Memorial to the Massachusetts State Teachers' Association, on the subject of the legal recognition of teaching as a profession. The memorial, in the terms of the resolution appointing that committee, was to be drawn with particular reference to soliciting the appointment of a committee of the State Association, empowered to issue a circular suggesting to the County Associations of the State the election of county committees, authorized to hold professional examinations, and confer certificates accordingly, on such teachers and candidates for employment in teaching as shall present themselves for such purpose.

At several successive meetings of the Worcester County Association, the subject of a regular recognition of teaching, as a profession, had been taken up and discussed, and reported on in detail, by a committee designated for that purpose. A committee was subsequently appointed to communicate on this subject with the committee of the State Association to whose charge a branch of it had been assigned. The committee of the County Association was, in this instance, to pledge the coöperation of that association with the measures which might be adopted by the State Association, in pursuance of the common object; and, lastly, at the meeting at Grafton, as mentioned, the committee was further authorized to submit to the State Association, at its present meeting, a memorial for the purpose already intimated.

The committee thus appointed respectfully ask the attention of the

State Association to the following considerations by which the Worcester County Association has been influenced in soliciting the action of the State Association on the subject proposed.

The sentiments expressed by educational conventions, in every part of our country, as reported in their respective vehicles of communication, leave no doubt as to the general desire of the educating mind of the United States for a distinct and definite recognition of the occupation of teaching as a profession, attested by forms equivalent to those now existing in the departments of theology, law, and medicine.

The day has not yet gone by, (and in New England may it never go by,) in which the aspirants after any form of professional employment and professional usefulness, may not, when duly qualified for the office, use the beneficent occupation of teaching as a temporary resort and, virtually, a stepping-stone to whatever form of professional life and action an ambitious candidate may aspire; provided only that he be not actuated by any mean or selfish motive to hurry through the sphere of one of the noblest of human duties, under some low desire of the "lucre" which, in such cases, may well be termed "filthy." To use one calling as a step to another, is no derogation from the purity of disinterested motive and noble aims; if the same honest and honorable desire to discharge faithfully the duties assumed, actuate the candidate equally in both spheres of action which he attempts to fill, and if he bring to the work of each a due preparation and competency.

It has been the peculiar and distinguishing happiness of New England, and largely, also, of other portions of our country, that the most highly cultivated order of mind among us, has been, for successive years, in the life of individuals of the highest subsequent eminence in other vocations,—consecrated to the occupation of teaching. We would not willingly have such a state of things cease to be. On the contrary, in the very act of investing the teacher's vocation with every due form of honor and respect, we would make it a more inviting sphere of action to every noble mind aspiring to other honorable pursuits of whatever name.

But, as teachers, we may be permitted also to feel a due jealousy for the purity and sanctity of our vocation; and we may honestly avow a desire to exclude from its office all who would use its position *merely* as a pecuniary scaffolding to another edifice, or who would unworthily or unfitly intrude into its sacred precincts. The teachers of the United States—and who, if not those of New England?—may surely say, the day is come when it behooves them to throw around

their occupation every guard and every sanction which may be justly claimed for the protection of any profession whatever. It is not our fellow teachers only, but men of every calling, who, on all occasions, hold forth the dignity as well as the duties of the teacher's life. The universal voice of society invites and invokes us to take our proper place in the rank of liberal professions.

Permit one who, though he may not appeal so nearly to your feelings as to say that he is "native and to the manner born," of New England education, has yet had the happiness of contributing his personal mite to its benefits, for nearly forty years, and who, when he has the privilege of attending such a meeting as the present, sees around him not a few whom their country delights to honor, in the varied walks of science and literature, not less than of teaching—permit such a one respectfully to inquire whether the fellow-laborers of such men have done justly by them, while withholding from them the appropriate and express recognition due to that noble and self-forgetting spirit which has induced them to devote their days to the wearing toil of an unrecognized employment, and to work on, day after day, by the side of those whose scanty opportunities and more scanty attainments hardly fit them for entrance on such a vocation—an employment demanding a range of acquirements, and a high of qualification, intellectual and moral, which few occupations require for the fulfillment of their trusts.

To say that such men are content to have things as they are, does not meet the question. It is but saying in other words that they add the crown of unassuming modesty to their worth. The state owes them a distinct acknowledgment of their useful lives in the line of occupation which they have chosen and adhered to, when ease and profit were soliciting them elsewhere. True, they do not feel the need of such recognition—true that they are consciously above the want of it. But all this does not meet the ever returning question, Ought it to be so?—as regards the action of the community.

And well may this question continue to be put not only to the state, but, with peculiar force, to the fellow-workers of such men in the common vocation of both. To them it comes in this shape, Have *you* acquitted yourselves to these veterans, or to the common calling to which you and they belong, in allowing their years of hard toil and beneficent endeavor to pass unrecognized in the customary forms which enroll the laborers in other fields, as a record due to the experience and the skill which are the passports to an honorable standing? Very true—such men can afford to dispense with formal recognitions. But are these not due, and due, more especially, from the

members of their own professional community, whose knowledge of the arduous nature of its duties, and its unspeakable benefits to society, should be so much more intimate than that of any other class or calling?

But it is not for an order of genuine *emeriti* that the benefits of acknowledged professional rank are most earnestly claimed. No; to them, either already crowned with the honors of well-earned distinction in other mental fields than that of teaching, or drawing, perhaps, near to the time when rest from exertion becomes the most urgent of all claims, even on him who earns his bread by the sweat of his brow—to them it is of little moment, comparatively, whether, at the end of their useful career, they may or may not hang up on the wall of the family apartment, a diploma attesting the honorable vocation to which their children may delight to refer. We all know that, in New England, he who has faithfully followed through life the teachers' employment, has never lacked the reward of hundreds of silent attestations, deeply graven on grateful hearts.

But there are other laborers in the educational field besides those whose eminence in science or in literature, or whose position as teachers of a life-time's standing, renders the question of mere professional recognition a slight affair personally. Year after year is adding to the roll of names consecrated to the service of education those of young and noble and accomplished aspirants who are willing to devote themselves for life to its arduous duties and its exhausting toils. To withhold from such candidates the bare recognition of that position, which often at a large sacrifice, they have voluntarily taken, is surely not the part of justice. Of the profession which they have entered they have a right to demand, when found duly qualified to pursue it, a testimonial of membership. To meet such a demand is plainly a mere act of justice, which has hitherto been denied. The quack and the regular practitioner, the ignoramus and the man of science, have thus far, with a magnificent impartiality, or the coolest indifference, on the part of the whole body of teachers, been left to float alike along the stream of educational life.

But it is unnecessary to dwell on a condition of things which, we may safely trust, will soon be recorded as belonging to the past. The teacher's occupation, regarded in its true light, as the great agency in human culture and development, evidently demands, for the welfare of society, the full and formal recognition of a distinct class of men as its competent guardians and administrators. The ceaseless progress of science, and its ever enlarging developments, with the corresponding demands for a more effectual training of the

mind, call aloud for a class of workmen set apart for the special work of education,—a class of men thoroughly examined and honorably attested, by proper certificate, as fit for their peculiar work;—if professionally trained, so much the better,—if self-trained none the worse, provided the candidate stands successfully the ordeal of a regular examination by his own professional brethren, and thus takes the position of a man *professedly* qualified for his calling;—not because, like many of the self-styled “professors” of our day, *he* proclaims himself qualified for his employment, but because he has “*witnessed* a good profession before many” and competent witnesses.

The mutual respect for one another, personally, entertained by those who follow the occupation of teaching as their daily business, demands of them the regular expression of fraternal sympathy and regard which the decencies and proprieties of life, in other callings, are justly thought to require, and which are appropriately expressed in the form of an appointed document certifying the individual’s competency for the practice of the profession of which he thus is constituted an accredited member. His certificate of membership thus becomes a reasonable assurance to society in general that the newly admitted member of the craft is worthy of employment; and to himself it gives a reasonable security that he shall obtain it, and, in due time, share in its advantages pecuniary and social; and should necessity or choice induce him to change his place of residence, he carries with him in his professional passport, a claim to the substantial benefits of an honorable reception, together with fraternal sympathy and aid from his professional associates.

The liberal advance of *public opinion*, within the last few years, has, in fact, placed teachers within *one step* of an express professional recognition. The legislative bodies of this and many other states of our national Union, have by various liberal enactments and generous provisions in favor of normal schools, of teachers’ institutes and teachers’ associations, distinctly recognized instruction as, at least, a liberal pursuit, requiring special preparation for its duties, and the permanent existence of a separate body of men devoted to its offices. One state, indeed, has already earned the noble distinction of being first to constitute teaching a distinctly and fully recognized profession. Pennsylvania, hitherto so cautious in the adoption of educational measures, has, by a definite and authoritative procedure, won that honor. That state, at the close of last year, adopted and inaugurated, as a state institution, a normal seminary, previously in successful operation as a private enterprise, the graduates of which now receive, at the close of their course of study and preparatory practice in teaching, in addition

to their diploma, a license, conferred, in conformity with an express act of the legislature, by the state inspectors, and authorizing the recipients to teach, within the limits of the state, without being subjected to further examination from any quarter. All honor to the state which has thus consummated her provision for the thorough education of her children, by placing instruction on the list of recognized liberal professions, and thus perfecting her system of public education, while, in her treatment of its immediate agents, rendering honor to whom honor is due!

An express legislative enactment of the State of New York ordains that every graduate of the normal school shall be regarded as "competent" for the duties of instruction, and thus exempt from the necessity of standing a local examination.

The young State of California prohibits henceforth the employment in the public service of any but candidates regularly examined and licensed by county inspectors; the license so obtained holding good for the term of three years,—as a security to the state for the possession of what, in American phraseology, we term "live teachers."

Scotland, the venerable pioneer in the noble work of establishing public schools supported in part by the property of every parish, has, by the united action of its teachers, taken the true ground with regard to the securing of their position as a liberal profession. The following is the preamble of the constitution of the "Educational Institute of Scotland," adopted in September, 1847:—

"As the office of a public teacher is one of great responsibility, and of much importance to the community; as it requires for its right discharge, a considerable amount of professional acquirements and skill; and as there is no organized body in Scotland, whose duty it is to ascertain and certify the qualifications of those intending to enter upon this office, and whose attestation shall be a sufficient recommendation to the individual, and guarantee to his employers; it is expedient that the teachers of Scotland, agreeably to the practice of other liberal professions, should unite for the purpose of supplying this defect in the educational arrangements of the country, and thereby of increasing their efficiency, improving their condition, and raising the standard of education in general."*

Massachusetts, it is to be hoped, will not be willing to remain long in the rear of any state, in whatever concerns the interests of education. But the first move in this matter properly devolves on teachers themselves. Let them first do their own duty of taking a professional position, by holding appropriate examinations and conferring

* Barnard's "American Journal of Education," No. XXIV.

corresponding certificates; and the sanction and authority of the state may be reasonably expected. Not reasonably, however, before teachers have professed themselves worthy of such sanction, or even shown that they think themselves entitled to it. Here has lain our great mistake as teachers: we have neglected to take the requisite initiative. We have shown no desire to obtain professional rank or recognition. We have, perhaps, in one instance, ventured to ask something like an equivalent for it of the state. But we have met with the neglect we have deserved. We have long enough been playing the part of the cartman in the fable, calling on Hercules to come and help his team out of the mud, instead of putting his own shoulder manfully to the wheel.

It is unreasonable to expect that any revolution will take place in favor of those who do not stir for their own interest. Neither the community around us, nor the state legislature, nor that of the union, can constitute our existing corps of teachers a properly organized professional body. Teachers themselves must make the move: they only can do it. Nothing is needed but that any one of our existing state or county associations, should,—“of its own mere motion,” as the law phrases it,—resolve itself from its present condition of an open to that of a close body, self-constituting, self-perpetuating, self-examining, and self-licensing. State sanction may or may not come as a consequence. We have a most instructive example in the historical facts regarding the establishment of the world-famous Royal College of Surgeons, of London, which commenced its career as the craft of “surgeon-barbers.” But on an auspicious day, the association passed a resolution that all subsequent admissions to membership should be by regular form of examination and certificate. A measure so obviously tending to the public good, obtained, of course, in due time, the nominal benefit of the royal sanction; and now the license conferred by that distinguished body, still worded as issuing from the “royal college of surgeon-barbers,” is one of the most authoritative scientific diplomas to which a European professional man can aspire, whether he has honor or emolument in view.

Let any one of our already constituted teachers' associations take similar ground of self-organization and self-recognition; and on the score of modesty alone,—if from no other consideration,—on the part of men of other callings, there will soon be an end to the supposed necessity of candidates for the occupation of teaching being examined and certified by persons not members of the profession concerned. Let the pioneer stage of our educational history, in which there was a necessity for the generous aid of other professions in the process of

ascertaining the competency of teachers for their business, be numbered as it ought to be, among the things that were,—but utterly obsolete now that we have a numerous body of experienced and able teachers, following their vocation permanently and honorably; now that we have professional schools and professional training for the office of instruction, and that training of the very highest order.

Were it proper, on this occasion to introduce the names of individuals, who is there, following any other vocation, in New England, or elsewhere, in our whole land, that would venture to say he is as competent to decide on the qualifications of an instructor as any one among the many eminent and accomplished scholars and men of science whose names are to be found on the roll of practical teachers? Who would venture to say that such men are not, plainly, the best, the only competent judges of the fitness of their fellow teachers for their special duties? Why is it that the decision in such matters is not in the hands of such men?—simply because teachers have lacked the energy or the discernment, to bring about a change.

But, say some, who are troubled with “skeptical doubts” on the subject, How can you accomplish this change? Does not an express legislative enactment provide for the examination of teachers in the form hitherto conducted; and does not this fact preclude the possibility of any of our teachers’ associations becoming a self-examining, self-licensing body?—By no means. No legislative action can prevent the open body of any existing association from becoming a close body. The thing depends on the will of such an association itself, and on that only. Let our teachers’ associations, respected and favored, both publicly and privately, as they now are, only exert the energy to come forward, and, by taking their own case into their own hands, commence the business of examining, admitting, and licensing the members of their own body; and it will not be long ere the members of other professions, or the followers of other callings, will be glad to relinquish an office often ungrateful and now unnecessary, and to join with teachers in petitioning for legislative relief from a burdensome and inappropriate task, imposed in the exigencies of a state of society now outlived.

Nor will such a change of custom encounter any serious or lasting opposition, provided the community is furnished with a sufficient guaranty, that, in the transfer of the examining power, the public interests shall sustain no damage by foregoing the security which our present educational arrangements afford in this important provision for the competent instruction of the children of the state. On this

ground we may safely feel confident as to the result, so far, at least, as our own state is concerned. Among her many hundred well-educated teachers, at the present day, Massachusetts can find no difficulty in selecting men every way competent to conduct the business of examining candidates for the teacher's office—men intimately acquainted with the views and wishes of their fellow-citizens, the actual wants of the school-room, and the demands of improved education.

But not to dwell longer on the many important considerations which urge our present question on the attention of all who take an interest personal, or professional, or merely general, in the advancement of the great common cause of education, the committee now before you would proceed, in pursuance of the duty assigned them, to answer, so far as they may, the inquiries often proposed as to the actual steps to be taken with a view to obtaining the regular recognition of teaching as a profession.

At the meetings of teachers' associations, and in the pages of educational journals, various plans have been submitted for the accomplishment of this purpose—plans differing in their features according to the diversity of circumstances in which they have been proposed to be carried into effect. Our immediate attention is, of course, limited to the character and working of a plan adapted to the sphere of our own state and county associations, in their actual connection with one another. This mutual relation, already happily existing, is equally favorable to facility and efficiency of action, for any purpose such as that now proposed; as it gives to any active measure adopted the moral value of a state character, and the practical advantage of local operation in details of business.

To the following fact, in this connection, as the ground of all definite procedure, attention is respectfully invited. Our state association, and each of our county associations, existing as they do, authorized and recognized by the legislature of the state of Massachusetts, each one is already, and in fact, a regularly incorporated body, competent, therefore, to examine, to admit, and to "certify" its own members, if it choose so to do. It is merely the fact that other associated bodies do act on this civic privilege, which constitutes medicine, law, and theology professions strictly and properly so called, as distinguished from other pursuits or callings. The three are sometimes denominated "liberal" professions, as implying a "liberal" preparatory education; although the fact does not, in all cases, or necessarily, verify the application of the term. Still they are "professions;" because those who practice them "*profess*," previous to entering on their duties, to be qualified to perform them, are examined to that effect by

professional men, and, if found worthy, are admitted, accordingly, as members of the given professional body, and furnished with a certificate, in proper form, purporting the fact. Hence the value justly attached to such documents, or their equivalent oral expressions, when a physician becomes a member of the Massachusetts Medical Society, when a lawyer is admitted to the bar, or a clergyman is licensed or ordained. In all such cases, the procedure is that of a self-examining, self-licensing, self-perpetuating body, giving a right to the individual admitted to membership to receive the countenance and coöperation of his professional brethren, and affording to the community in general the satisfactory assurance that the candidate for professional employment is duly qualified to perform its duties. Whatever social, professional, or personal advantage, therefore, is derived from such arrangements, by the members of the liberal professions, may reasonably be expected to be reaped by individuals who follow any other vocation requiring peculiar intellectual qualifications, when these individuals associate themselves for corresponding purposes of mutual and general benefit.

To constitute the occupation of teaching a regularly organized and recognized profession, any existing body of teachers has but to adopt the same course of voluntary and independent procedure which is exemplified in the practice of those professional bodies which have already taken their appropriate vantage ground, and are respected accordingly. The only peculiar point requiring consideration, in our own case, would be the requisite arrangement for immediate action, as regards the constitution of our state and county associations. All who are now members of these bodies are legally entitled to be recognized as such; and therefore are equally entitled to whatever document is adopted as the certificate of that fact. Nor need this circumstance be any hindrance to procedure for professional arrangements, or cause any deduction from the accredited value of a professional document. The question of professional examination belongs, of course, to future, not past, admissions to membership, in any of our present associations. In the unavoidable exigency of circumstances actually existing, it is sufficient that we observe the distinction made by other professional bodies, in conferring certificates or diplomas,—that, namely, recognized by the designations of “passed” members and “associate” members; the former applying to recipients of longer, the latter to those of more recent standing. Three years’ accredited membership in an association might be deemed a sufficient continuance to entitle persons already members to the former recognition,—that of “passed” member; and that of “associate” member

might be adopted as the recognition of candidates for membership and for admission by examination, and who, after three years' accredited standing as members, would be entitled to recognition as "passed" members. Certificates of "passed" membership would, of course, be obtainable by all applicants for admission, of three years' attested experience as teachers, and, as such, introduced by members of the association concerned.

While thus enumerating some of the possible details of business connected with the proposal now submitted, the committee who address you will not be understood as prescribing any definitive procedure. Their desire is merely to show that such a measure is practicable. They may be permitted, therefore, to glance at a single point, once encountered as an obstacle to the course of measures formerly proposed for the relief of teachers from subjection to extra-professional examination. On that plan, the legislature of the state was solicited to appoint county commissioners empowered to examine candidates for the charge of schools. The great expense necessarily attending such a course was foreseen and finally objected to.

The plan now proposed is briefly this; that the State Association should give its sanction to the appointment, by the county associations respectively, of local examining committees, to be approved by the State Association. These committees, acting under the sanction of the State association, so as to give value to their decisions, being also centrally or conveniently situated with reference to the population of each county; being, further, as would be implied by their election, justly entitled by their professional standing, at once to the confidence of their fellow-teachers and that of the community; receiving, moreover, as would be due to them, a reasonable fee, as a compensation for the time occupied in the duty of examining, and as a proper pecuniary expression, also, of the value of a certificate: a professional document, obtained from such sources, and attested by the authority of the State Association, would constitute not only an honorable professional possession to the individual receiving it, but a useful passport to employment of a respectable and lucrative character, in case of his passing from one place to another, not only in our own state but elsewhere.

The process of examination might be conveniently conducted by a committee of three on each of the branches of instruction required, by state law or general custom, in the respective gradations of primary, grammar, and high schools, and all certificates expressed accordingly; candidates selecting, of course, the grade of schools for which they wished to be examined; having liberty, also, to apply for a second or

third examination, should the first not prove satisfactory, and, at any time to make application for examination, with a view to teaching in a higher grade of school than on first application, and to receive a certificate accordingly. All certificates conferred by a county examining committee, if referred to a corresponding committee of the State Association for sanction, and entered accordingly on the record of that association, and so attested, would have the full value of current professional coin throughout the State, and, virtually, the Union.

Such certificates would soon come to be gladly recognized by unprofessional examiners as grateful assurances of a release from duties often embarrassing, in the consciousness of such persons, that, at the present day, men of respectable education, themselves, are not always duly qualified to sit in judgment on the competency of teachers for their peculiar work. But even when a very different state of matters may occur, and the extra-professional inquisition, in all its rigor, be inflicted, the candidate who holds in his hand the certified opinion of his professional brethren, regarding his qualifications for office, will have a solid consolation to fall back upon. The day, however, can not be far distant when the certificate of a strictly professional examination will be deemed as valuable and as requisite in the case of a teacher, as in that of a candidate for employment in any other profession.

Some step such as has now been proposed we are called as teachers to take, from respect whether to the occupation to which so many of us have voluntarily consecrated our lives, or to the multitude of accomplished men and women now crowding into our vocation. Our state has generously done everything that can be asked of a state, to prepare the way for our action in this matter; as is abundantly proved by her bounties to normal schools, to teachers' institutes, to our state and county associations, to candidates for the charge of high schools,—in her provision for their benefit of state scholarships in our colleges; to young women who aim at becoming competent assistants, and, sometimes, acting principals in high schools,—by the encouragement held out to the female pupils of normal schools to pursue an additional and higher course of special training; and not less munificently does our honored state patronize all who are engaged in her educational service, by her constantly increasing liberality toward all their plans and undertakings for the common good. We can not doubt her readiness to give her efficient sanction to such a measure as is now proposed.

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